

**B.Ed.  
PROSPECTUS  
2022- 2023**



**ROYAL HIGHER EDUCATION SOCIETY'S  
ROYAL COLLEGE OF EDUCATION AND RESEARCH FOR WOMEN**  
**An English Medium Muslim Minority Institution**  
**Affiliated to University of Mumbai, Recognised by NCTE**



**MULTIPURPOSE HALL**



**ICT RESOURCE CENTRE**



**LIBRARY ROOM**



**SCIENCE & MATHEMATICS  
RESOURCE CENTRE**

**PROF. A. E. LAKDAWALA  
THE FOUNDER**



**HEALTH & PHYSICAL  
RESOURCE CENTRE**



## B.Ed.2021-2022 – Enhancing Professional Competence...

Year full of Myriad Activities, Events, Visits, Educational trips .....





## COLLEGE TIMINGS

Monday to Saturday – 9.30 a.m. to 4.30 p.m.

For Practice Teaching and Internship – as per the timings of the school allotted

### MESSAGE FROM THE FOUNDER

**My dear young and budding teachers,**

This college is for you ..... This College is established with a **sole motto** to produce a bunch of 100 **dedicated** and **conscientious teachers** every year who would be empowered to take the message of education to the remotest part of the city and to the poorest and most backward tract.

As a **teacher**, you should become a **towering figure** in the **life of a student**.....If a student remembers your name at any stage of his/her life long after he/she has forgotten the subject matter taught by you ..... then you can surely rest with inner satisfaction of having performed your duty well.....

**Teachers** are ordinary souls with **extraordinary commitment**. Your impression as a teacher on the heart and mind of a child must be **indelibly stamped**. I hope and I am confident that **this Institution** will definitely guide you well to make **the finest educator** out of you.

From the academic year 2015-16 onwards, B.Ed. course has become two academic years duration program with more emphasis given on enhancing professional competence and practical knowledge in schools along with number of co-curricular activities and community work. With the advent of NEP 2020 (New Educational Policy) is going to get implemented with its own challenges will definitely be helping you all to develop your **own personality with self-confidence**.

I am sure that all the trained teachers who will be stepping out of this Institution, after being well groomed for two years not only would be **empowered to face challenges** of this **competitive world** but would also be empowered to become **Outstanding Educators, Researchers** and **Worthy Contributors** to the **improvement of education**.

**Prof. Asgar E. Lakdawala**  
**The Founder**



## A BRIEF HISTORY OF PARENT BODY - ROYAL SOCIETY OF BOMBAY

The society was founded on **28<sup>th</sup> December 1966** by **Asgar E. Lakdawala**, a poor S.S.C. student at that time. He gathered together a very small group of young boys, each of whom, hailing from a poor family but had a spirit of service, sacrifice, friendship and understanding. The sole mission of the group was '**Educational upliftment of poor and needy students of Bohra Community**'. Since 1966, year after year, more and more **benefactors** from **Bohra Community** realized the **importance of the mission set by the founder** and today there are about 600 life members and patron members who are patronizing the mission of the society. Basically, the society aims at the education of the Bohra and non-Bohra Muslim Community and **extends its facilities to other communities.**



## THE CONCEPT LAID DOWN BY THE FOUNDER

“Ignorance is bliss”, said the ancients. This dictum is no longer acceptable or even applicable today. With society zooming into the jet age and with enormous developments in every field, education has become the be-all and end-all of life. As the Founder rightly says, in the present days the **culminating factor of our existence** lies in **education** and life has no value without it. Education tames a brute into a human being. In fact, the truth is that, it is education, which determines the level of prosperity, welfare and security of the people. Thus, he lays stress not only on education or literacy, but on the resulting awareness and self-reliance.



## ACTION SO FAR

The message of education has to be taken to the remotest part of the city and to the poorest and most backward tract. Over the years, since the inception in 1966, the society has strived hard to provide at least the **basic needs of education** so that the students of **underprivileged** community can also take **necessary good education** without an extra burden on the day-to-day expenses of their poor parents.

**Every year, about 3000 needy students are benefited by our various schemes**

1. We provide **School fees, College fees, Books, Uniforms and Stationery** to the poor students.

**Royal Educational Adoption plan (REAP)** under which needy students are adopted for financial aid to acquire desired qualification.



## ABOUT THE CAMPUS

In the year 1986 while at Elphinstone College as a Lecturer, Prof. Asgar E. Lakdawala - Founder of this Royal Campus, dreamt of establishment of a full fledged Arts, Science and Commerce College. For bringing his dream into reality, he along with his like minded co-workers had no alternate, but, to **go around from pillar to post requesting the generous philanthropists** from Bohra Community to donate funds for the college project. Philanthropists realised his true mission and understood the zeal with which he was requesting for funds. They extended full financial support which resulted in establishing full fledged **College building in 1989** which is successfully running for the last 32 years on ground floor plus upper three floors. The girl students are given preference in this college as per our objective of promotion of girls' education. The **College has 3000 students on its roll**. The plot of land admeasuring about **10,000 square metres** for this **Educational Campus** was **Generously donated** by Late **Ismailbhai Kanga**, the then Chairman of Srishti Housing Complex.



The society also started an **English medium girls' school in June 1995** in a separate building adjoining the college building. The school has **1200 students** on its roll. **In 2001**, the society started **Urdu medium girl's school** which caters to **700 students at present**.

**Taher Adamali College of Education for Women** is established in **March 2012** with a view to cater to Muslim girls in particular so that they can grow up as enlightened women who are capable of responding to the needs and challenges of their society and contributing to its social, economical and cultural growth.

## OUR VISION

To be recognized as a **Minority Educational Institution par excellence having secular outlook**, imparting **Value Based Education** to the youth, to **mould** them into **Disciplined, Conscientious Citizens** of the society who would contribute to the Social, Economical and Cultural growth of the society.



## OUR MISSION

- ❖ To provide **holistic academic programs** and an inspiring learning environment
- ❖ To contribute to **personal, professional and social growth** of girl students belonging to minority community
- ❖ To **extend** its **facilities** to **other communities** within the framework of the constitution of India

## GOALS OF THE INSTITUTION



- ❖ To prepare **humane, creative, reflective** and **enlightened teachers** as committed professionals in education
- ❖ To make teaching learning as **enjoyable experience**
- ❖ To emphasize on sound development of **values** and **competence**
- ❖ **To take care of all-round development** of every student teacher along with theoretical knowledge and practical teaching skills
- ❖ To help the student teachers to discover their **hidden talents** and **potentials**
- ❖ To prepare student teachers to face the **challenges of globalization** in today's competitive world
- ❖ To **sensitize** students to **social** and **ecological** issues
- ❖ To provide **quality education** so as to **empower** the future teachers to be **Outstanding Educators Researchers** and **Worthy Contributors** to the **improvement of education**



## RULES AND REGULATIONS

### 1 Criteria for Admission

- a) Educational qualification as per the Ordinance and Regulations relating to the degree of the Bachelor of Education,
- b) Candidates must clear Common Entrance Test (CET) conducted by Government of Maharashtra,
- c) Admissions are given strictly on the basis of merit and are provisional until all the necessary original certificates are submitted to the college and the admission is confirmed by Admissions Regulating Authority of Government of Maharashtra.



## 2. Documents to be submitted at the time of admission

- a) Duly completed admission form
- b) Five coloured photographs ( passport size)
- c) **Original Marksheets and passing certificates** along with **two Xerox copies** of
  - i.S.S.C. or Equivalent Examination ii.  
H.S.C. or Equivalent Examination
  - iii. B.A./B.Sc./B.Com. Degree (F.Y., S.Y., T.Y. –All 3 years)
  - iv. M.A/ M.Sc./ M.Com. Degree (Part I, Part II)
- d) **Original convocation certificates along with two copies of –**
  - i.B.A./B.Sc./B.Com. Degree ii.  
M.A/ M.Sc./ M.Com. Degree
- e) **Only for students from Universities other than University of Mumbai** Original Migration Certificate with two copies only.



### **3) Discipline**

- a) Attendance - All Teacher Trainees are expected to be punctual, give 90% attendance in each semester and in each course failing which they shall not be allowed to appear for semester examination. Since leave of absence will be granted only for illness, all the Teacher Trainees are discouraged from involving themselves in any other activities during the year.
- b) Teacher Trainees must remain present and participate in all events and programs organized during the course.
- c) Teacher Trainees are required to abide by the rules and regulations and discipline of the practice teaching schools.
- d) Teacher trainees shall abide by all the general and the special rules made by the college authorities from time to time with regard to their conduct and studies.
- e) Teacher Trainee shall appear for all the essays, tests, tutorials as per the schedule put up on the notice board.
- f) Teacher Trainees are expected to read the notice board daily. Also they should make themselves familiar with the University Ordinance and Regulations. They will not be excused for any matter whatsoever on the ground of ignorance due to their failure to read notices.

g) Dress Code- Teacher Trainees must come to college and practice teaching schools clad in a dress appropriate to an Educational Institution.



**Use of mobile phones on the entire college campus except for Ladies Common Room is strictly prohibited.**

**If any Teacher Trainee is found to be using mobile in the college or the campus, the handset will be confiscated.**



#### **4 Identity Card**

Entry to college premises is strictly through a valid Identity Card issued by the college authorities which must be worn throughout the stay in the college premises.

#### **5 Yuva Raksha Insurance for Students**

In the event of any accident claim, the teacher trainees are required to submit the documents in original to the company immediately within 8 days of any minor / major accident resulting in hospitalisation. The



premium to be paid is Rs. 20 per annum to cover the insurance scheme of 1 lakh. The college authorities will forward the documents to Insurance Company. For further details the teacher trainees should contact the College Office.

## CAMPUS FACILITIES

The **fourth floor** of the college building admeasuring **20,600 sq. ft.** is earmarked for **B.Ed. College** for women with intake capacity of 100 Teacher Trainees only.

Apart from regular essential facilities, specific facilities are also available in our B.Ed. College as mentioned below.

1. **ICT Resource Centre and Language Laboratory** - Every computer is installed with latest system software. Free internet facility for unlimited time is provided to all Teacher Trainees where they can surf the net, create their projects.
2. **Psychology Resource Centre**- well equipped with test materials and apparatus required for psychological experiments.

3. **Science and Mathematics Resource Centre-** With study material, apparatus, chemicals, charts, models, maps, mathematical instruments and number of creative teaching aids required for the study of Teacher Trainee as well as for their practice teaching lessons.
4. Spacious **Library cum Reading Room-** with more than 5000 Reference Books, Encyclopedia, Dictionaries, Textbooks, Course Books, Method Books, Periodicals, Journals, Magazines, daily newspapers etc. and spacious airy reading hall with comfortable seating arrangement.
5. **Multipurpose Hall-** audio visual room and auditorium with LCD, podium with built in computer and hitech sound system where apart from regular course lectures, seminars, workshops and number of other programs are also regularly conducted.
6. **Seminar Room** with LCD overhead projector and Podium and latest Hi-tech sound system and Separate Method Rooms with DVD, OHPs.
7. Well established **Art and Craft centre** for discovering hidden talents and potentials and thereby enhancing professional competence of Teacher Trainees.
  8. **Social studies Laboratory** full of models, charts, Maps for innovative methods of teaching.
9. Spacious **Staff Room** has sufficient space for group guidance as well as one to one guidance to Teacher Trainees.





10. **C. G. Poonawalla Yog Sadhana Kendra**, a full fledge yoga centre caters to the physical and mental well being and spiritual growth of Teacher Trainees. It is also open to general public at a nominal rate.
11. **Health and Physical Centre** has the facility for playing indoor games like carom, table tennis, chess etc. Badminton, Basketball facilities are also available to students on campus.
12. **Experimental Schools and Junior College** - We have our own two schools and one junior college our premises that are always available to our Teacher Trainees for application of their innovative practices and experimentation.
13. **Ladies Common Room** is the separate space given to Teacher Trainees where they can relax for a moment during the intensive schedule of the day.
14. **Canteen facility** is extended to our B.Ed. Teacher Trainees also. We have a **bookstore** as well as a **Xerox centre** on the premises.
15. **Lockers** are available on a first come first served basis for Teacher Trainees to keep their study material.



## **ORDINANCES AND REGULATIONS RELATING TO THE DEGREE OF THE BACHELOR OF EDUCATION**

### **Two Years B.Ed. Programme From the academic year 2017-18**

**Title : Bachelor of Education (B. Ed.)**

**Duration:** Two academic years as Credit Based Choice System comprising four semesters.

The B. Ed. Program shall be of duration of TWO academic years, which can be **completed in a maximum of three years from the date of admission to the programme.**

**Eligibility: A. Following candidates are eligible for admission:**

- a. Candidates with at least 50 % marks either in the Bachelor's Degree ( three years programme) i.e B.A, B.Sc. or 50% (49.50-49.99%) in post graduation and for the reserved category (ST, SC, OBC, VJNT 1,2,3) 45% (44.50-44.99%) will be eligible. For B.Com., Management, Engineering, Computer Science, Technology, Agriculture, B.B.A, Pharmacy, Law, Fine art Performing arts, Music, Dance, Drama with 55% marks at graduation or post graduation will be eligible for open category and for reserved category 50%. Any other qualification equivalent thereof is eligible for admission to the programme.
- b. The reservation and relaxation for SC/ ST / OBC / PWD and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.



**B. Following candidate is eligible for obtaining the degree:**

A Candidate for the admission to degree of education (B.Ed.) must fulfill the eligibility criteria as per the directives of Government of Maharashtra from time to time.

For the completion of the B.Ed. Program the candidate must have:

- a) Attended four semesters of the full time two year B.Ed. Program spread over a maximum period of three years from the date of admission in a College of Education
- b) Attendance: The minimum attendance of student teachers shall have to be 80 % for all course work and practicum, and 90 % for school internship
- c) Completed the Practicum and Internal Assessment assignments of each Theory paper of each semester as certified by the Principal of the Institution in which the candidate is studying.



**THE FRAMEWORK FOR B.ED.TWO YEARS COURSE IS DIVIDED INTO TWO PARTS AS FOLLOWS:**

**Part A** – Theory Component (which comprises Core Courses, Elective Courses and Interdisciplinary Courses) and

**Part B** – Practicum Component (which comprises Ability Courses, Project based Courses and Audit Courses)

### **DETAILS OF PART A- THEORY COMPONENT:**

**I) CORE COURSES (CC)** - It includes following subjects:

- a. Childhood and Growing Up
- b. Knowledge and Curriculum
- c. Learning and Teaching
- d. Assessment for Learning and
- e. Contemporary India and Education

**ii) ELECTIVE COURSE (EC)** - It includes the following:

**Elective Course 1:** Pedagogy of School Subject I (Any one course is to be selected)

Commerce, Economics, English, Geography, History, Hindi, Mathematics, Marathi, Science, Sanskrit and Urdu

**Elective Course 2:**(Any one course is to be selected from (i), (ii) and (iii) other than Elective Course 1)

(i) Pedagogy of School Subject II Commerce, Economics, English, Geography, History, Hindi, Mathematics, Marathi, Science, Sanskrit and Urdu

(ii) Peace Education

(iii) Education for Rural Development.

**Elective Course 3:** Special Fields (Any one course is to be selected)

1) Action Research

2) Guidance and Counseling

3) Environmental Education

**III) INTERDISCIPLINARY COURSES (IC)-** It includes the following subjects:

1. Gender, School and Society
2. Educational Management
3. Language Across Curriculum
4. Creating an Inclusive School

**DETAILS OF PART B- PRACTICUM COMPONENT**

**IV) ABILITY COURSES (AB)-** It includes the following:

1. Critical Understanding of ICT
2. Reading and Reflecting on Texts

**V) PROJECT BASED COURSES (PC):** It includes the following:

1. Internship
2. Community Work (I and II)
3. Action Research
4. Participation in Co-curricular Activities in College

**VI) AUDIT COURSES (AT):** (Any one is to be selected)

1. Understanding the self.
2. Drama and Art in Education.



## Examination Scheme

The External examination of Part A Theory Components will be semester end examination and the Internal assessment of Semester wise Part B Practicum as well as that of Part A Theory Component will be submitted at the end of each semester.

The aggregate of marks obtained in each year for **Theory cum Practicum (i.e. Part A and Part B)** shall be converted into Grades as given in the scheme **R4257**.

The marks obtained by a student in a course shall be indicated by a grade point and a letter grade as follows:

<b>% of marks obtained by the Student</b>	<b>Grade points</b>	<b>Letter grade</b>	<b>Remarks</b>
80 and above	10	O	Outstanding
70-79.99	9	A+	Excellent
60-69.99	8	A	Very Good
55-59.99	7	B+	Good
50-54.99	6	B	Above Average
45-49.99	5	C	Average
40-44.99	4	D	Pass
Less than 40	0	F	Fail





The Principal shall forward to the University the Semester wise original marks awarded to every candidate in the Internal Assessment of Part B Practicum and Part A Theory Component as per the format provided by the university at the semester end which will be scrutinized by the Coordination Committee appointed as under **0.5177**

For the purpose of co-ordination of Internal Assessment in **Part A and Part B** there shall be a Coordination Committee consisting of:

- a. Chairman Board of Studies in Education.
- b. Chairperson, B.Ed. Examination of the concerned year.
- c. Two Principals, who are not the members of the Board of Studies in Education nominated every year by the Chairman of the B.O.S. in Education. Three members of Board of Studies in Education who are not included in the above categories, nominated every year by the Chairman of the Board of Studies of Education.



The committee shall go through Internal Assessment marks and grades awarded to students of different Colleges of Education at the end of each Semester. If any discrepancy is found in the standard of marking and/or grading by college, the Principal concerned would be required to accordingly modify the marks as per the directions given by the Coordination Committee. The Committee is authorized to check all the internal work of the students of all the Colleges to verify the marks awarded by the Colleges and make the necessary changes wherever required.



## **ATKT (Allowed to Keep Term)**

A student shall be allowed to keep terms for Year II irrespective of number of heads of failure in the Year I. The result of Year II shall be kept in abeyance until the student passes each of the courses in **Part A and Part B** for Year I and Year II.

The performance of the student shall be evaluated in two parts in each semester through internal assessment and external assessment:

- 1. Internal assessment** by way of continuous evaluation of the course areas of Practicum and Theory (Part A and Part B) as envisaged in the credit based system by way of participation of students in various Internal Assessment work per semester of the B.Ed. programme.

## 2. Semester End Assessments by way of assessing the performance of the student in the semester end theory / written examination.

- i. A candidate who has completed 2 Years of the B.Ed. Degree Course but who has either not appeared for  
**'Theory Component'** (Part A), will be permitted at his/her option to carry forward the grade obtained in **'Practicum'** (Part B) to **two subsequent semester** examination. The candidate will appear only for the course/s he/she has failed. Candidates exercising this option shall be eligible for the grade.
  
- ii. A candidate who **has passed in 'Theory'** (Part A) but has not completed **or failed in 'Practicum'** (Part B) will be permitted at his/her option to carry forward the marks obtained in **'Theory' to two subsequent semester** examination. The candidate is required to revise his grade in the **'Practicum'** (Part B) only in areas he / she has not completed **or failed**. Candidate exercising this option shall be eligible for the grade.

**iii.** A candidate who fails in **'Theory'** (Part A) and fails in **'Practicum'** (and Part B), will be required to put in 50% attendance in the subsequent year at the College from which he appeared for the University Examination and completes the work of **'Practicum'** (Part B) in which he /she has failed and reappears in the theory course of **'Theory'** (Part A).

*Note: If a candidate gets less than 4 grade points in either Semester – I or Semester – II, he/she will be declared 'Fail' in spite of the total grade being 6 or more for that year. If a candidate gets less than 4 grade points in either Semester – III or Semester – IV, he/she will be declared 'Fail' in spite of the total grade being 6 or more for that year.*

**SEMESTER WISE CURRICULUM FRAMEWORK**  
**SEMESTER I**

COURSE	SUBJECT	CREDITS	INTERNAL	EXTERNAL	TOTAL
(CC) 1	Childhood and Growing Up	6	40	60	100
(CC)2	Knowledge and Curriculum	6	40	60	100

(IC) 1	Gender, School and Society	6	40	60	100
(AB) 1	Critical Understanding of ICT	3	50	—	50
(PC) 1*	Community work	3	20	—	50
	Participation in CCA in College		30		

**\* Details of Project Based Course to be conducted in Semester 1:**

- Participation in Community Work I in collaboration with schools/ NGO's / Community (for a period of 1 week)
- Participation in Co- curricular Activities in College.

All the activities should be systematically documented and maintained for the purpose of Internal Assessment.

## SEMESTER II

COURSE	SUBJECTS	CREDITS	INTERNAL	EXTERNAL	TOTAL
(CC) 3	Learning and Teaching	6	40	60	100
(EC) 1	Pedagogy of School Subject 1	6	40	60	100
(IC) 2	Educational Management	6	40	60	100
<b>(PC) 2*</b>	Internship of 3 weeks consisting:	6			100
	Observation of school activities		15		
	Observation of lessons given by peers		20		
	Shadowing of School Teacher		15		
	Teaching lessons		50		



**\* Details of Project Based Course to be conducted in Semester II: Internship of 3 weeks:**

- ❖ Observation of school activities (Any 3 activities of 5 Marks each)
- ❖ Observation of lessons given by peers (5 lessons of of 4 Marks each)
- ❖ Shadowing of School Teacher (One week) – 5 lessons (of 3 Marks each) to be observed and recorded in Pedagogy of school subject I
- ❖ Teaching lessons in Pedagogy of school subject I (5 lessons of 10 Marks each)

All the activities should be systematically documented and maintained for the purpose of Internal Assessment.



## SEMESTER III

COURSE	SUBJECTS	CREDITS	INTERNAL	EXTERNAL	TOTAL
(CC) 4	Assessment for Learning	6	40	60	100
(EC) 2	Pedagogy of School Subject 2/ Peace Education/ Rural Education (Any one)	6	40	60	100
(IC) 3	Language Across Curriculum	6	40	60	100
<b>(PC) 3*</b>	Internship for 11 weeks	12			200
	Teaching Lessons		100		
	Theme Based Lessons		20		
	Co- teaching with school teachers		30		
	Administration of Unit Test and Analysis of Results		20		
	Reflective Journal on Internship Activities		30		

❖ **Details of Project Based Course to be conducted in Semester III:**

**Internship for 11 weeks**

- ❖ During Internship teaching not less than 10 lessons (10 Marks each) in the opted Pedagogy of school subject distributed over different standards from V to XII of recognized Secondary and Higher Secondary Schools/ Colleges selected by the Principal as practicing School / College.
- ❖ Theme based lessons in the above school/ college (2 lessons of 10 marks each)
- ❖ Co-teaching lessons with school teachers (3 lessons of 10 marks each to be taken)
- ❖ Administration of Unit Test and Analysis of Results (In the pedagogy of school subject I opted)
  - ❖ Maintain Reflective Journal with reference to Internship program.

All the activities should be systematically documented and maintained for the purpose of Internal Assessment.

## SEMESTER IV

<b>COURSE</b>	<b>SUBJECTS</b>	<b>CREDITS</b>	<b>INTERNAL</b>	<b>EXTERNAL</b>	<b>TOTAL</b>
(CC) 5	Contemporary India and Education	6	40	60	100
(EC) 3	Special field: Action Research/ Guidance & Counselling/ Environmental Education (Any one)	6	40	60	100
(IC) 4	Creating an Inclusive School	6	40	60	100
(AB) 2	Reading and Reflecting on Texts	3	50	--	50

<b>(PC) 4*</b>	Internship of 5 weeks including 1 week of Community work	9			150
	Developing Learning Resources		10	--	
	Action Research		25	--	
	Taking Lessons		50	--	
	Reflective Journal on Internship Activities		20	--	
	Community Work - Part II		20	--	
	Co- Teaching with Peers		25	--	
<b>(AT)^</b>	Understanding the self/ Art and Drama in Education	3	--	--	Certified

## **\* Details of Project Based Course to be conducted in Semester IV:**

### **Internship for 5 weeks ( 4 weeks + 1 week community work II)**

- ❖ Developing Learning Resources
- ❖ Conduct Action Research throughout semester IV
- ❖ During Internship teaching not less than 5 lessons (of 10 marks each) in the opted pedagogy of school subject II distributed over different standards from V to XII of recognized secondary and higher secondary Schools/Colleges selected by the Principal as practicing School/ College. For those students who have opted Peace Education or Education for Rural Development they have to take 5 lessons from Pedagogy of school subject I.
- ❖ Co-teaching lessons with peers (5 lessons to be taken)
- ❖ Maintain Reflective Journal with reference to Internship program.
- ❖ Participation in Community work II in collaboration with schools/ NGO's/Community (for a period of 1 week) ^ Select any one, spread throughout the 4 semesters, and to be certified in 4<sup>th</sup> semester only. All the activities should be systematically documented and maintained for the purpose of InternalAssessment.

## SCHEME OF ASSESMENT AND EXAMINATION:

### **THEORY COURSES- SEMESTER END EXAMINATION:**

#### **Pattern of Semester End Examination :**

60 Marks for Semester end examination of 2 hours duration for each theory course.

- ❖ For Courses, out of 8 questions answer any 5 and question 9 is compulsory which is short notes (out of 4 any 2)
- ❖ 5 questions of 10 marks each with external choice
- ❖ 2 short notes of 5 marks each with Internal choice.



### **INTERNAL ASSESSMENT:**

Internal Assessment includes following aspects:

**A.** Internal Assessment activities of Theory component-Part A (Core Courses, Elective Courses and Interdisciplinary Courses) consist of 40 marks. For each Theory component of Part A, 40 marks Internal assessment consists of:

<b>Sr. No.</b>	<b>Particulars</b>	<b>Marks</b>
1.	Content Test/ Task / Assignment/ Activity for each module held in the semester (2 x10)	20



2.	One periodical class test held in the given Semester	15
3.	One Essay test held in the given Semester	05
	<b>Total</b>	<b>40</b>

Internal Assessment of Pedagogy 1 (40 marks) consists of:

<b>Sr. No.</b>	<b>Particulars</b>	<b>Marks</b>
1.	Content Test (1 x 10)	<b>10</b>

2.	Task / Assignment/ Activity for each module held in the semester (1 x 10)	<b>10</b>
3.	One periodical class test held in the given Semester	<b>15</b>
4.	One Essay test held in the given Semester	<b>05</b>
	<b>Total</b>	<b>40</b>

**(Content test is compulsory for pedagogy of school subject 1 of 10 marks and it is a part of internal assessment)**

**B.Ed. 2021 - 22 – Enhancing Professional Competence.....**

## COURSE LEARNING OUTCOMES (CLOs)

After the completion of the course the student will be able to:

1. Students are able to explain the concept, principles of development within a pluralistic society.
2. Students are able to apply the knowledge of the methods, approaches and theoretical perspectives of child development.
3. Students are able to analyze the issues and implications of changing family structure and parenting on growing up in a pluralistic society.
4. Students states the epistemological basis of education, modern child-centered education and social and cultural influence on education.
5. Students gains the insight of the need for curriculum reforms.
6. Students are able to explain the concept of gendered roles in society and their challenges.
7. Students explains about policies, plans and schemes of the government for addressing all forms of disparities, inequalities and their inclusion in the society.
8. Students can make use of ICT in teaching learning, administration, evaluation and research.
9. Students states the concept of open education resources and creative commons in education.

10. Students are able to explain the use of drama and art in self-realization, special learners and in creative expression.
11. Students states the concept of learning, factors affecting learning and theories of learning.
12. Students explain the concept associated with academic disciplines and different disciplines in the school curriculum.
13. Students are able to explain the importance of effective organizational management, quality management, human resource management and change management.
14. Students explain the critical role of assessment in enhancing learning and taxonomy of educational objective.
15. Students are able to tell the concept and issues related to internal and external examination.
16. Students are able to explain the meaning, functions and significance of language across curriculum.
17. Students explain the concept of diversity and inequalities in contemporary Indian society and marginalization of the weaker sections.
18. Students are able to tell contemporary issues and policies and their origin with regard to education in Indian society.
19. Students explain the basic concept of guidance and counselling, strategies for career guidance and psychological issues faced by adolescents.
20. Students are able to identify diversities of abilities, classification and characteristics of students.

# Activities, Events, Visits, Educational trips at a glance.....



## **PROGRAMME LEARNING OUTCOMES (PLOs)**

On the completion of the B.Ed. (2 years) Programme, student teachers will be able to:

### **1. Teaching Competencies-**

- A. Develop knowledge with respect to foundation and methodology courses,
- B. Gain mastery over the required content.
- C. Select and use teaching methods, approaches, techniques.
- D. Understand the paradigm shift in conceptualizing disciplinary knowledge in school.
- E. Curriculum, to acquire the necessary competencies for organizing learning experiences.
- F. Select and use appropriate assessment strategies for facilitating learning, analyze the content, text books, and syllabus.

### **2. Attitude -**

- A. Develop a professional attitude.
- B. Imbibe the scientific attitude.
- C. Mould themselves into lifelong learners.
- D. Interact with learners as a friend, philosophers, and guides.

### **3. Pedagogical Skills –**

A.Utilize teaching skills and strategies to transfer the given content suitably in classroom situations to innovate and experiment classroom practices.

#### **4. Professional Ethics -**

A.Imbibe and uphold qualities of a good teacher , to be just and impartial.

B.Show love and respect to the individuality of the child.

C.Inspire and professionally help the parents for the care and guidance of their wards.

D.Preserve proper balance of his/her life as a person of character and be an example to others with his/her intellectual honesty and moral integrity as well as loyalty to the institution to which he /she belongs.

E. Demonstrate commitment towards values such as loyalty, love, service, equality and excellence.

#### **5. Effective Citizen Ethics -**

A.Understand different values such as morality, social service and accept responsibility for the society.

B.Reflect leadership qualities in all walks of life and thus be agents of change in the society by breaking the fetters of all social evils for the betterment of the people of our country

and for a better world.

## **6. Effective Communication -**

- A. Gain confidence and abilities to communicate effectively.
- B. Plan, teach, and organize school related /community-based activities and programs, to collaborate with parents and the community for the betterment of students.



## COLLEGE TIMINGS

Monday to Saturday – 9.30 a.m. to 4.30 p.m.

For Practice Teaching and Internship – as per the timings of the

**“A hundred times every day I remind myself that my inner  
and outer life depended on  
the labours of other men, living and dead, and that I must  
exert myself in order to give in  
the same measure as I have received and am still receiving.”**

*-Albert Einstein*



# ROYAL SOCIETY OF BOMBAY

Head Office: 390, Sir J.J. Road, Mumbai – 400 008. Phone: 23075683

Royal College of Arts, Science and Commerce at Royal College Campus

## Courses conducted by the College

1. **Junior College** of Arts, Science and Commerce where special subjects like **Computer Science, Information Technology, Psychology, French** are also offered along with regular subjects.
2. **Degree college** offering Graduation courses in different fields
  - ❖ **B.A (Economics), B.A(Political Science), B.A (Sociology) , B.A (Hindi), B.A (Psychology)**
  - ❖ **B.Sc. (Physics), B.Sc.( Chemistry) , B.Sc. (Microbiology) , B.Sc. (Computer Science)**
  - ❖ **B.Com.**
  - ❖ **B.A.F. (B.Com. with Accounting and Finance)**
  - ❖ **B.M.S. ( Bachelor of Management Studies)**
3. **Post Graduation Degree Course –**
  - ❖ **M. Com. with Accountancy and Finance**
4. **Certificate Course conducted by University of Mumbai (open to outsiders also for any age group)**
  - ❖ **Certificate Course in German Language**
  - ❖ **Diploma Course in German Language**
  - ❖ **Language**

# ROYAL COLLEGE CAMPUS



# Royal Society of Bombay

**Royal Society of Bombay** with the help of **GENEROUS** of Philanthropists from **Bohra Community** has spent more than **`17 crores** to give the present shape to the Educational campus.

## Royal College Campus

Penkarpada, Mira Road (E), Dist – Thane 401 107

Tel – 022-2845 9930 / 022-2845 6786

**E-mail- [trams786@yahoo.com](mailto:trams786@yahoo.com) / [b.edroyalcollege@yahoo.co.in](mailto:b.edroyalcollege@yahoo.co.in) / Web- [www.royalcollege.com](http://www.royalcollege.com)**